

English, Grade 11 College Preparation ENG3C	
Lesson 3: Is it a Deal? Think it Through.	
Connections to Financial Literacy Financial literacy knowledge and skills addressed in this lesson: <ul style="list-style-type: none"> • understanding needs and wants; • consumer protection and consumer awareness; • planning for the future. 	Text Forms Explored in Lesson Television news magazine program Text Forms Created in Lesson Business letter, Blog, or e-mail
Curriculum Expectations	
ORAL COMMUNICATION	
Overall Expectations:	Specific Expectations:
1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	Purpose 1.1 identify the purpose of a range of listening tasks and set goals for specific tasks Using Active Listening Strategies 1.2 select and use the most appropriate active listening strategies when participating in a range of situations Demonstrating Understanding of Content 1.4 identify the important information and ideas in oral texts, including increasingly complex or difficult texts, in a variety of ways Analysing Texts 1.7 analyse oral texts, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response Critical Literacy 1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may

	raise about beliefs, values, identity, and power
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	<p>Purpose 2.1 communicate orally for a range of purposes, using language appropriate for the intended audience</p> <p>Interpersonal Speaking Strategies 2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences</p> <p>Clarity and Coherence 2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience</p>
READING AND LITERATURE STUDIES	
Overall Expectations:	Specific Expectations:
<p>By the end of this course, students will:</p> <p>1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;</p>	<p>Variety of Texts 1.1 read a variety of short, contemporary student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading</p> <p>Using Reading Comprehension Strategies 1.2 select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts</p> <p>Demonstrating Understanding of Content 1.3 identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts</p> <p>Making Inferences 1.4 make and explain inferences about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts</p> <p>Extending Understanding of Texts 1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Analysing Texts 1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how</p>

	<p>various aspects of the texts contribute to the presentation or development of these elements</p> <p>Evaluating Texts 1.7 evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text effectively to support their opinions</p> <p>Critical Literacy 1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power</p>
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.	<p>4. Reflecting on Skills and Strategies</p> <p>By the end of this course, students will:</p> <p>Metacognition 4.1 explain which of a variety of strategies they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their reading skills</p> <p>Interconnected Skills 4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively</p>
WRITING	
Overall Expectations:	Specific Expectations:
<p>By the end of this course, students will:</p> <p>1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;</p>	<p>Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for a variety of writing tasks</p> <p>Generating and Developing Ideas 1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate</p> <p>Research 1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</p> <p>Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety</p>

	<p>of strategies and selecting the organizational pattern best suited to the content and the purpose for writing</p> <p>Reviewing Content 1.5 determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task</p>
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;	<p>Form 2.1 write for different purposes and audiences using a variety of informational, literary, and graphic forms</p> <p>Voice 2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing</p> <p>Diction 2.3 use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience</p> <p>Sentence Craft and Fluency 2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas</p>
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	<p>Publishing 3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience</p> <p>Producing Finished Works 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p>
MEDIA STUDIES	
Overall Expectations:	Specific Expectations:
By the end of this course, students will:	<p>1. Understanding Media Texts Purpose and Audience</p>

<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p>	<p>1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences</p> <p>Interpreting Messages</p> <p>1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey</p> <p>Evaluating Texts</p> <p>1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose</p> <p>Audience Responses</p> <p>1.3 explain why the same media text might prompt different responses from different audiences</p> <p>Critical Literacy</p> <p>1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power</p> <p>Production Perspectives</p> <p>1.6 explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry</p>
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Learning Goals

By the end of this lesson, students will know, understand, or be able to:

- Identify and assess the argument developed in a news magazine television program, using deBono's Six Thinking Hats
- Identify, support and communicate their ideas for a specific purpose and audience

Teaching Emphasis - *It is important to note that the teaching emphasis should be informed by the student observations/learning. The following are examples of possible emphases that address these learning goal(s):*

- *As a consumer, how would I know if I am being mislead by a company?*
- *What is a "Consumer Watchdog"?*
- *What information do a "Consumer Watchdog" groups seek out?*
- *What information would I need to be persuaded by a "Consumer Watchdog" or consumer advocacy group?*
- *If I am trying to persuade someone, what information should I provide as part of my argument?*

Note: Teachers will need to use their professional judgement to determine how long it will take to cover the content in this lesson. A guideline is:

- One day to watch an episode of *Marketplace* and to allow students to complete the deBono's Six Thinking Hats activity to analyze the argument presented
- One day to independently view and respond to a second episode of *Marketplace*
- One day to complete the RAFTS activity and respond to the RAFT activity completed by a peer

Instructional Components and Context

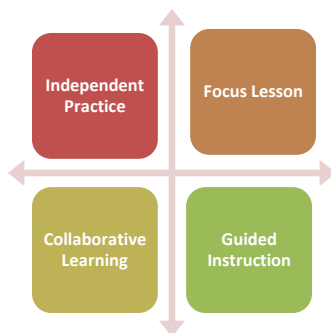
Readiness & Instructional Strategies	Terminology	Materials
<p>Prior learning: Students should be able to identify and distinguish between the following terms:</p> <ul style="list-style-type: none"> • Text form • Text purpose • Intended audience <p>Students should be familiar with the format for business letters, blogs, and formal e-mails</p>	<p>Related to the Curriculum</p> <ul style="list-style-type: none"> • intended audience • text form • text features • Investigative Journalism <p>Related to Financial Literacy</p> <ul style="list-style-type: none"> • consumer advocacy • Consumer Watchdog Group 	<p>Minds On:</p> <p>Action: Day 1</p> <ul style="list-style-type: none"> • LCD Projector and speakers • Access to Internet to view one of the following <i>Marketplace</i> segments: <p>“Busted: Visa Gift Card” “Are there special rules for gift cards sold by the banks?” http://www.cbc.ca/marketplace/2011/visagiftcard/ 4:08 minutes</p> <p>“Busted: Incredible Shrinking Products” “Have you noticed that many of your favourite products — from sauces to sweets — are getting smaller, but the price is not?” http://www.cbc.ca/marketplace/2011/incredibleshrinkingproducts/ 4:08 minutes</p> <p>Busted Encore: Can you cash a cheque with a stop payment on it? “ You may think that putting a stop payment on a cheque prevents someone from cashing it -- but Erica Johnson has a surprise for you. A 100-year-old law is being used by some cheque-cashing outlets to make the writer of the cheque pay up -- stop payment or not.” http://www.cbc.ca/marketplace/blog/2012/04/busted-encore-can-</p>

		you-cash-a-cheque-with-a-stop-payment-on-it.html 2:40 minutes <ul style="list-style-type: none"> • Appendix 3-1: Marketplace Episodes for Analysis • Access to computers and internet • Handout 3-1: deBono's Six Thinking Hats Analysis <p>Day 2 – Access to a computer lab and the internet would be beneficial so that students can select which episode of Marketplace they will watch</p> <p>Appendix 3-1: Marketplace Episodes for Analysis</p> <p>Consolidation: Handout 3-2: RAFT Assignment</p>
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Instructional Strategies

This lesson is built around Gradual Release of Responsibility

In GRR, four things should happen in every lesson, every day. These four things can happen in any order:



Quality Indicator 1- Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*

Quality Indicator 2 - Joint attention to tasks or materials *Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*

Quality Indicator 3 - Argumentation not arguing: *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

Quality Indicator 4 - Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*

Quality Indicator 5 - Grouping: *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*

Quality Indicator 6 - Teacher role: *What the teacher is doing while productive group work is occurring – monitoring comprehension and application.*

Sources: *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* by Douglas Fisher and Nancy Frey
<http://www.fisherandfrey.com/>

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description

Notes to teacher:

The teacher will post a purpose statement for the lesson:

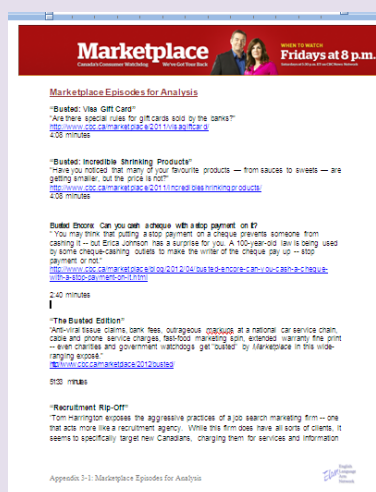
- To learn about the thinking Consumer Advocacy Groups use when investigating companies and products, so that we know what type of questions we should ask as critical and informed consumers and how to effectively persuade others.
- To use the deBono's Six Thinking Hats Framework as a way to approach thinking so that we are considering multiple viewpoints before reaching a conclusion
- To consider how to effectively respond to issues we face as consumers.

Minds On
 (approximately 15 minutes)

Independent & Collaborative Learning

1. Write the following definition on the whiteboard:
Advocate: one who voluntarily intercedes (or acts) on behalf of an individual or group of

Appendix 3-1: Marketplace Episodes for Analysis



people for example, by explaining the individuals interests in a letter to a court of law

2. Ask students to think on their own first, and then share in a group of three, responses to these questions:
 - Why might consumers need someone to advocate for them?
 - How could a Consumer Advocacy group help people?
 - Can you name any Consumer Advocacy Groups or Watchdogs?
 - Why do Consumer Advocacy Groups or Watchdog need to benefit/ profit from the service they provide?
3. Provide students with an opportunity to share their thinking.

Note: Teacher may need to provide students with the names of Consumer Advocacy Groups/ Individuals/ Watchdogs. Examples include CAA (Canadian Automobile Association), BBB (Better Business Bureau), Consumers Council of Canada, Mike Holmes (HGTV “Holmes on Homes”), “Marketplace” on CBC television.

Encourage students to explore some of the reasons that these groups would need to have funding/ advertising e.g. so that they can stay in business to continue serve the public, so that they can hire legal counsel in order to represent the interests of consumers in court cases.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Focus Lesson

and

Guided Instruction

(approximately 20 minutes)

1. Tell students that the television show *Marketplace* on CBC television has been on the air for 40 years. It is a “Consumer Watchdog” which makes the claim “We’ve Got Your Back” to viewers. The show *Marketplace* can be classified as a newsmagazine program. It uses investigative journalism to gather

information and evidence to develop the contents for their reports. This means the reporters try to research multiple viewpoints but ultimately they take a stance on what they report. When they investigate their stories, they will sometimes go undercover or use hidden cameras to gather evidence.

Encourage students to think about whether it is appropriate for a Consumer Advocate groups to withhold information about who they are when they are doing research.

2. Give students a copy of **Handout 3-1: deBono's Six Thinking Hats**. Students will work in groups of four to complete the analysis of a teacher-selected *Marketplace* episode. Tell students that as they watch the episode they will adopt a specific type of thinking, which is represented as a colour of a hat (like putting on a "Thinking Hat"). Ask groups to have each person choose a different colour of hat from the first four hats: white, red, yellow, or black. Tell students that as they watch the program-- which is just a few minutes in length -- their job is to do the sort of thinking represented by the hat they selected. They will include thinking about the Consumer Advocates/ reporters and the company that is being investigated. Ask students to refrain from writing as the program is playing; tell them that you will play it twice so that they do not miss any details.

3. Play the program twice. After the first playing, ask students to jot down as many points as they can in the area assigned to the colour of their hat. Play the program a second time and provide students with a few minutes to jot down any new points.

Collaborative Learning

(Approximately 20 minutes)

4. Beginning with the white hat, students share the ideas they jotted down. Each student records brief notes about what their peers noticed in the area assigned to the appropriate hat. Tell students it is important that they restrict their comments to the type of thinking done by their hat colour – whether they personally agree with this type of thinking or not. Tell them that there should be no cross talk as a "Hat" is sharing their thinking. **Note:** It may be helpful to give students guidance about how long each person has for sharing. A time limit of 2 minutes per person is suggested.

Handout 3-1: deBono's Six Thinking Hats

Lesson 3: Marketplace

White Hat The Information Hat	
Red Hat The Emotions Hat	
Yellow Hat The Optimism Hat	
Black Hat The Pessimism Hat	
Green Hat The Creativity Hat	
Blue Hat The Decision Making Hat	

Lesson 4: Marketplace

White Hat The Information Hat	
Red Hat The Emotions Hat	
Yellow Hat The Optimism Hat	
Black Hat The Pessimism Hat	
Green Hat The Creativity Hat	
Blue Hat The Decision Making Hat	

Gradual Release of Responsibility



Teacher role:

While productive group work is occurring, the teacher circulates to monitor –

- ✓ *Comprehension.*
- ✓ *How students are interacting with one another to build each other's knowledge.*
- ✓ *Body language and movement associated with meaningful conversations, and shared visual gaze on materials.*
- ✓ *Students are using accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

5. Once all students have had a chance to share as their “Hat Colour”, the group will take on (and individually record) the thinking of the Green Hat, and then the Blue Hat.
6. Have students share their responses for the Green and Blue Hat thinking with the rest of the class.
7. Ask students to share how using deBono’s Six Thinking Hats helped them to focus their thinking as they were viewing the episode. Ask them to share how using deBono’s Six Thinking Hats helped them as they were responding as a group when they got to the Green Hat and the Blue Hat.

Collaborative Learning

Day 2

1. Working with the same group as on Day 1, students select a different hat colour to use for their individual thinking about another *Marketplace* Program. (This one will be about 22 minutes long.)
2. Students use the same protocols as they did on Day 1 to view and discuss the episode.



Assessment for learning

As students are sharing their “Hat” and group thinking the teacher should note how well students are able to select evidence from the program to support ideas and if group members are interacting effectively. It may be advisable to have students work with different groups on Day 2.



Differentiated Instruction

Providing students with the opportunity to select which episode to watch on Day 2 provides them with Differentiated Instruction through choice. The episode guide (Appendix 3-1) provides a brief synopsis of the episode taken from the Marketplace website and should help students to decide which episode they find most interesting or relevant in their own lives.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
 - ♦ Helping students demonstrate what they have learned
- Components of Consolidation:
- discussion of student work
 - teaching emphasis
 - highlights and summary
 - independent or further guided practice

Independent

Students select one of the writing tasks from **Handout 3-2: RAFT Assignment** to complete independently.

The Consolidation Activities provide students with additional opportunities to apply the concepts learned in this lesson. The teacher should use their professional judgement to determine which activities to assign how much time students will need to complete these activities.

Critical Challenge:

Students can explore one of the following questions or create similar questions of their own to explore:

- How do Consumer Advocacy Groups communicate warnings to consumers?
- Are there restrictions on what and how Consumer Advocacy Groups can share information with the public?
- How might an individual effectively share concerns with other potential consumers?

Handout 3-2: RAFT Assignment

Handout 3-2: RAFT Assignment

Instructions:

- Select a topic from the list below.
- As you write for your specific purpose and audience in the form you select, ensure you include enough details to support your opinions.
- In your final paragraph, include a suggestion or next step you would like to see your audience member take as a result of what you have said.

Role	Audience	Format	Topic
Consumer	President of company	Letter of complaint	Your experiences with the product or service provided by the company
Consumer	Friend	e-mail	Warning about company, service, or product
Owner of company	Consumer	Business letter	Explanation for what your company has been doing
Reporter or consumer advocate	Potential consumers	Blog	Product company of which you would like consumers to be aware
Employee	Manager	e-mail	Describing complaint received from customer that day and how you responded
Consumer Advocacy Group	Potential Consumers	Newsletter or website article	Company or product with which consumers should be careful



Differentiated Assessment

The RAFT assignment for this lesson provides students with choice the perspective, audience, purpose, and form for their writing.

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